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MOTIVES TO BE URGED IN THE BUSINESS OF
EDUCATION.

A PRIZE ESSAY.

BY MISS ALMIRA SEYMOUR, OF BOSTON.

(See page 32.)

MOTIVE gives character to every action performed by reasoning beings. The same thing done or said—the same to all outward appearance is good or bad, beautiful or unlovely, according to the motive which gave it birth. Does this require illustration to enforce its truth?

I am busy at my writing-desk. Near me is my little sister or niece, looking over a book of pictures I have placed in her hand. Her little bare arms are often crossing the paper on which I am writing, to show the objects that interest and excite curiosity, and obtain some satisfying answer. Suddenly that fair arm receives from my hand a blow so startling that the book falls, the flesh reddens, and tears start into the innocent eyes. Perhaps I gave that blow because I was impatient at the interruption of my pursuits.—How unkind and cruel the act! Perhaps I gave it because a noisome insect had settled upon the sweet flesh, and would feed himself at the expense of the little girl's future comfort.—How kind and friendly the act!

Both these actions are the result of impulse, but the impulse springs from a motive; in the one case, the selfish desire of personal convenience; in the other, the unselfish wish to spare another inconvenience. Multitudes of similar instances might be adduced, were they needed. I shall cite but one other, this belonging to the class of deliberate actions.

I have on my premises a magnificent tree, the growth of many years, in the possession of which I have much pleasure,

pride, and enjoyment. This tree stands so near the limit of my grounds that its spreading branches throw as much shade upon the soil of my next neighbor as my own. I determine the tree shall be felled: it is done. Why this sacrifice of kingly beauty and grateful shade? asks the looker-on. Perhaps it overshadowed my neighbor's fruit-trees or grain so entirely as to prevent their growth.—How generous and beautiful the act! Perhaps I owe him a grudge, and cannot endure that he should have an equal advantage with myself in my possessions, although I am in no sense the loser.—How mean and unworthy the act!

Now to Mr. A. or Mrs. B., the other side of the way, or the other side of the hill, it makes no difference which of these motives controlled me; but to myself it is of infinite moment, whether I am cherishing and strengthening a vindictive, narrow, unchristian spirit, or whether I am fostering justice and magnanimity within me.

This being the case—it being, as we clearly see, true that the *motive* of action and utterance makes the character of it, and that the motives we habitually cherish make *our characters*, whatever *reputation* we may possess,—this being the case, it becomes a question of vital importance to the well-being of the young, what motives we are making the habitual springs of all they do and say. What motives, then, shall “be urged in the business of education?”

Were there no circumstances to be taken into account, were everything at hand precisely as we would have it, the answer could be given at once and heartily responded to by every educator; no motive to obedience but the love of right, no motive to study but the love of progress. But since there are innumerable circumstances to be considered, circumstances which it were madness to attempt ignoring, the answer admits of discussion, and divides itself into three classes. First, those motives which should not only not be “*urged*” but not permitted to exist. Second, those which may be allowed an existence, and activity to a limited extent, but should never be “*urged*.” Third, those which should constantly be enforced as the healthy and legitimate sources of human action and endeavor.

First. Any intelligent thinking individual who has been brought somewhat intimately into relation with miscellaneous children, cannot have failed to observe that truth and purity and great-heartedness are not in all cases the natural upspringings of their action and utterance, and that the opposite of these are often rankly fostered by home and street influences. From these will proceed, oftentimes, an outward seeming of good, that needs to be carefully scrutinized and the motive eradicated at once and forever.

For instance I had once in my class in a certain school a girl whose cousin was a member of a slightly advanced division of the same class. Between the mothers of these girls, whose husbands were brothers, a jealous rivalry existed with regard to their children; each determined her own should excel the other. This influence actuated the two pupils in all they did. Each studied hard, but it was always with one eye turned toward her cousin to see if she studied harder. Their conduct was circumspect to the observer, but it was so in order that they might not lose rank, the one thereby falling behind the other. What wellsprings of action were here deepening and acquiring power for their future lives! What a preparation of the heart was this, for the relations of social and domestic life! I often felt how much better for these girls it would have been to be entirely ignorant of all that is acquired from books, so that their natures could be kindly and simple; and I was rejoiced when circumstances gave them places in schools remote from each other.

Here was a motive that should never for a moment be permitted to exist, —the motive not of generous emulation but of *jealous rivalry*.

I have in the course of my experience, at different times, had under my care pupils who were accustomed to being *managed* entirely by appeals to their *vanity*. Had I pursued the same course, it would have been smooth and easy for me, in place of the often discouraging, always up-hill labor of seeking, led by a sense of duty, to repress this incentive. In every instance except one, the individuals came ultimately to see, gratefully, affairs from my point of view. This one subject, while she has frequently since we separated given evidence of her respect and deference for my opinions, still holds me personally in disfavor. But that is a trifle, if by my discipline she has gained, as I think she has, despite a weak and erroneous home influence, a clearer insight into character and duty.

Vanity is a motive to be entirely deprecated.

Plausibility is the last of this class my limits will permit me to mention. "Do what you please with your ears but give me your eyes," I once heard the master of a school (not one in which I was teaching) say to his assembled pupils; assembled for a general exercise in which all had equal concern. The necessary translation of this injunction to my mind was, let there be an *outward show* of right, whatever the reality may be.

Follow this influence out into mature life, individual and social, my earnest, clear-thinking co-workers, and see to what it tends. See the hollowness of heart, that bears not the pressure a band-box would sustain; the emptiness of purpose,

that leaves the mind at the mercy of every blast of passion and caprice; the absence of sterling integrity, that generates legitimately distrust, and leads ultimately to bankruptcy in wealth more essential than mere earthly treasures. Ah! whatever other inward habits you may confirm in the life of the child, in mercy destroy the first germs of *plausibility*.

Second. The second class of motives, consisting of those which may be tolerated but not enforced, is much the largest of the three classes. My aim will be to cite only a sufficient number to present clearly my view, and suggest further development of the thought to the minds of others.

For every card of approbation some pupil brings home at the close of the week from his teacher, he is promised a certain amount of money by his parent or guardian, — also for a stipulated number of well-learned lessons. Thus, *pecuniary advantage* is early made the motive for intellectual and moral effort; and yet we wonder, while we moralize mournfully over the degeneracy of an age in which money is the only potent influence — the great desideratum.

Now the desire for money, to a certain extent, is right and proper, and may exist in connection with the most lovely and noble traits of character; but is always, in a healthy state, subordinate to them. It comes, in this relation, as one of those things which the promise says "shall be added," when the higher has been primarily sought. If, therefore, parents or teachers choose to let outward acquisition follow inward attainment, as one of its results, there can no harm come of it — it is in accordance with the law of life. But if the child be taught to regard it as the final end, the best good thing, nothing can be more narrowing, yes, I may say debasing, to his habits of mind and character.

Emolument, then, is one of the incentives to be tolerated.

Again. These very cards that the injudicious parent is buying up with such a fatal premium, come under this class of motives.

The *love of approbation* is well in its subordinate place; is amiable and sympathetic in its character, much more so than the desire for emolument; but it should never be urged as the final good. Let it follow as a matter of course, — one of the things "added thereunto," and then it becomes a happy help in the full development of mind and heart.

Desire for honors is another of the permitted influences. Under this head come preferences of place, considered as rank, medals, diplomas, &c.

When the teacher has the right view and practice in these matters, the only harm that comes of them is the difficulty of making a perfectly just distribution of a very limited number.

I shall, I hope, be acquitted of egotism, if I cite my own experience as proof that these, also, may be regarded not as ends and aims, but a part of the inevitable result of well-doing.

A certain portion of my pupils annually receive diplomas at the hands of the sub-committee. The subject is never mentioned to them until the master desires their names for the engraver. I then announce to the class that the period of this ceremonial draws near; state the number to be distributed; and desire them to determine in their own minds, *all things considered* — attendance, punctuality, recitations and deportment — the most worthy of the honor. When time for thought has been allowed, they are permitted to name first one, then another, another, &c., until the number is complete. Previous to this my own opinion is formed, and I do not remember an instance in which the views of the class have differed from my own. Conversations have often grown out of these events, showing me, with pleasure not unmixed with astonishment, how admirably children may be trained to discriminate between the genuine and the specious in character and attainment.

The last of this class of motives to be considered is the *fear of punishment*. This I consider, philosophically, a more legitimate incentive than the expectation of reward; since the best we can do is but our duty; anything short of that inevitably brings pain — loss of privileges or positive suffering.

Obedience to law and order; submission of the will to rightful authority; a certainty that, agreeable or disagreeable, pleasant or irksome, duty must be done; these are the most important and vital life-lessons of humanity, and to enforce them upon some natures, the pain and fear of punishment are needful agents. But too much pains cannot be taken in discriminating with regard to the subjects of this influence, and it should never be forgotten that there is to be in its exercise nothing revengeful or vindictive. As a matter of course, in the sequence of the action of Providence, it comes to the offender or delinquent as his peculiarities demand it. The child must obey; the child must perform his prescribed tasks if reasonable; that he ought to do this he knows as well as you, and respects, and is happy and grateful under, the firm, steady authority that compels him to it whether he will or not.

Third. I come now to that serene height in the ascent of my theme, where my mind delights to dwell, because it is a region of freedom and security; broad as the capabilities of the race, and high as its best aspirations. Here we are no longer toiling at the root of the baneful, nor watching, with pruning-knife in hand, the spreading tendrils of the questionable. But with all the force of our own elevated, enlightened, and enthusiastic zeal to make better, these motives are "*urged.*" Shall

I enumerate some of them? Will my fellow teachers recognize them as school-room acquaintance? All must have had a few examples—some, perhaps, very few—but all will agree with me that they are the point in progress toward which all effort should tend, and that before the darkest and most indurated natures, these shining possibilities should be kept constantly as ideals.

1st. Study from a sense of duty, whether it is preferred or not; because no time or opportunity should be wasted.

2d. Study from a desire to develop fully all the powers which have been given us.

3d. Study from a wish to make ourselves agreeable and useful to others.

4th. Study from a love of it.

1st. Obedience from a conviction that subordination is a duty.

2d. Obedience from a love of the individual in authority.

3d. Obedience from a desire to secure the best condition of the little community of which the individual forms a part.

4th. Obedience from an abstract love of rectitude, and a wish to experience whatever discipline will make better the heart and life.

Fellow teachers of both sexes! Ye who like me have so much to do with regulating the central springs of the great social machinery, so much to do in attuning the chords of individual character, while compelled so often to see the baneful flourish, and tolerate the questionable, are you urging these high and worthy incentives to action? Is moral and intellectual life, under your influence, a steady, up-reaching, wide-spreading growth, that will stand unharmed hereafter amid warring elements and frost and blight? Are the outward and inward habits your nurture is fostering, such as you would like to see at your own firesides,—in your own bosom companions? Such as in your most holy moments you recognize as the accepted of Him who looketh on the heart?

It is pleasant to know that we are gaining present favor by present results; that the *eclat* of our success is giving us reputation in our profession. But Oh! far pleasanter, far more refined, intense, and enduring in its satisfactions, is the conviction that we are doing something for the renewal of individual lives; for the improvement of the family and society; for the elevation and perpetuity of enlightened Christian institutions; for peopling that Heaven which we hope for all.

Scrutinize carefully individual character as you have rightful opportunity; look into the families of your acquaintance; scan social life; take a searching, comprehensive view of community at large; examine trades, professions, church and state, in all their various branches; seek the great universal

Need, and having found it, tell me if it be not *purer and nobler* MOTIVE. Then take your way to your school-rooms, where, according to our light, we each and all labor faithfully, where, to a certain extent, and for a certain time, each is supreme, look around upon those materials for future relations and organizations like those referred to, and, in view of the one great Need, ask not merely what the Superintendent or Sub-Committee expects of you, but what does this Need call for? What does conscience enjoin? What does the Judge of all require? And the answer will come from the great world's want in a wild, wailing supplication,—from conscience in an unresting monition,—from the Omniscient Judge in dispensations of warning and exhortation,—See to it that the habits of mind and heart you are fostering and strengthening, the *Motives you are urging*, are such as will be accepted at the bar of these tribunals.

EASY METHODS OF INSTRUCTION.

A PRIZE ESSAY.

BY MISS BETSEY L. ADAMS, OF ROCKVILLE.

(See page 32.)

PERHAPS I may be allowed to avail myself of the opportunity given by the Association, to present some methods of teaching the branches usually pursued in our common schools. These plans may not be new, but it is believed they will be found practical, as they are such as have commended themselves to the writer during a somewhat extended course of teaching, and with pupils whose ages have varied from three to twenty-one. No method will be proposed that does not aim at thoroughness; and as "there is no royal road to learning," every useful method, like every thing else that is valuable, will require a certain amount of labor. But it is believed, that to teach a thing thoroughly at first, will, in the end, prove the easiest way.

To commence with Reading. Some have endeavored to shorten the process of teaching children to read, by beginning with words instead of letters. This is thought to be *almost* as absurd as to attempt to teach Arithmetic by presenting combinations of numbers at first, instead of single figures. Not that every letter must be learned before words are formed. The little one, unless remarkably tractable, wearies of the A B C before the twenty-six are learned. Therefore as soon as two letters have become familiar, they may be formed into a word, and this process continued till the whole alphabet is mastered.

Others would teach the elementary sounds of the letters, before, or in connection with, the names. All these sounds must become familiar, if we would make good readers, and there is scarcely any danger that they will be practised too frequently. But the child must be taught one thing at a time. If he attempts to learn the name and the sound at once, he will be in danger of confounding them; and it is believed nothing is lost by leaving the elementary sounds of the letters, till his powers of discrimination have become more fully developed. This method might be more fully discussed, but it would be tedious, and perhaps unprofitable.

In this connection I would insist that words should not be pronounced for scholars. Exceptions there may be, but this should be the rule. The scholar should be led on by gradual steps, and required to spell out every word he cannot readily pronounce. This will teach him to depend upon himself, and will apply to other branches. Even a scholar who is somewhat advanced, should be taught to consider it no disgrace, to pause, as he meets an unfamiliar word, and apply all his knowledge of the laws of pronunciation to the stranger. This is the way to become *ready* readers.

In regard to expression, much must be left unsaid. The natural utterance of joy, grief, &c. in the child is believed to be a safe example. Unnatural tones cannot be correct, natural ones must be so. The necessity of cultivating the imagination in connection with reading, is now supposed to be so generally understood and realized by all good teachers, that it is not necessary to dwell upon it.

Spelling should be practised in connection with reading. Do you ask whether it should be performed orally or by writing?—I answer, In both ways, though we think oral spelling should take the precedence with children. We know it is said “We have no use for it in after life, therefore it should not be practised.” It should be used as a means, not as an end. My principal reason for preferring that oral spelling should preponderate in childhood, is, that it is much the most rapid way. Many more words can be learned in the same time, than by stopping to print them all. But writing the words should by no means be omitted, and with advanced scholars, this method may be pursued to the exclusion of the other.

Many methods of correcting a written spelling lesson have been proposed. The following has been tried with success. A certain class of words is selected for a lesson, or series of lessons, for instance, the names of familiar objects, articles of dress, or furniture, names of persons, places, &c., the class occasionally dictating a lesson, being previously prepared, and each giving out a word. As the words are given out, each

one writes them upon the blackboard or a slate. They are then spelled aloud, each word being pronounced correct or incorrect by the one who gave it. Each member of the class is provided with a slip of paper and pencil, and whenever a word in his list is pronounced to be incorrect, he copies it upon his paper. At the close of a week, these papers are passed to the teacher, and the words upon them are given out as a lesson. If any word is still misspelled, it is copied again, and will enter into the review of the next week. In this way every word must be learned.

Little children should not be confined to the columns of the spelling-book,—though far be it from us to call them “non-sense columns.” A single word may be given them each day, aside from the regular lesson, to be spelled on the succeeding day, and if the words are wisely selected, a lively interest will be excited. These words the class may afterwards be allowed to give out from memory. One who has never tried this method, will be surprised to find how long a list of important words may thus be learned by a young class, they meanwhile regarding it only as relaxation, or pastime.

If you would teach Arithmetic with success, observe these directions. Give practical examples, rather than abstract numbers. Render no assistance till it is absolutely necessary. Explain no difficulty till it has been met, and unsuccessfully grappled with, by the learner. Meeting in a store with a little girl who had just commenced Arithmetic, she pointed to some pencils, saying she bought one of them yesterday. “How much do they cost?” she was asked. She hesitated a moment, then replied, “I gave him a ten cent piece, and he gave me a three cent piece and one cent. This answer taught the necessity of combining the processes in proposing questions to children, and of making them practical. If you speak to a little class of having so many red, and so many yellow apples, when they leave their home, of a kind neighbor adding a certain number to their store, of eating one, of losing two, and giving one apiece to James, Charles, and Henry; how their eyes will brighten as they follow you, and with what confidence will they inform you how many they would still have. Then these last may, in their imaginations, be cut into halves or quarters, or each apple exchanged for a certain number of pears or peaches.

It is an excellent plan to give a separate question to each member of a class before any are solved, requiring each to retain his question in the mind till the solution is called for. When all are supplied with questions, require each one to state his example and perform it. This method makes a recitation interesting, and tends to strengthen the memory and produce clearness of ideas.

Allow children sometimes to propose questions to each other, and though, like one impulsive child, they may ask, "If a flock of geese were flying over, and a gunner should shoot nine of them, how many would be left?" this will only lead them to notice the conditions of a question more carefully.

Never fail to cultivate mental activity, by proposing questions at the close of the recitation, and allowing the one who first gives a correct answer, to go first from the class,—as is now so generally practised. Be sure to associate large numbers with small ones. If trained aright, a scholar may give the product of six multiplied by thirty, as soon as six times three. Require correctness, as well as rapidity. Allow no guessing. A long list of numbers may be written by the teacher upon the board, added by him at the time of writing them, and the answer retained. Scholars may then go in turn to the board, passing along as they add the numbers. If the board be of considerable length, it will afford amusement to see the active ones passing by their slower neighbors, and coming out first with their answers. These are carried to the teacher, who, after all have added, reads the answers aloud, naming those who have the true answer. This method affords relaxation, and cultivates rapidity and correctness of calculation.

A little lad is ciphering in Subtraction. Yesterday he found a difficulty in the lower number being larger than the one above it. He was shown how he could take one of those tens, and change it to units, just as a ten-dollar bill can be changed for ones. To-day he comes again to the teacher with the question, "How can I subtract these numbers?" Just glancing at the slate, the teacher replies, "Borrow one from the column of tens." "O, but I cannot now," he replies, "there are none there." On examination, the upper number is found to be ten thousand. Now the process of changing the ten thousand to thousands, one of the thousands to hundreds, and so on, must be fully explained, and you may be sure that the eye will light up as the subject unfolds itself, and subtraction, in any form, is from that time perfectly clear to his mind. This difficulty might have been anticipated by the teacher, and explained beforehand, but think you it would have been as readily seized upon, and as long remembered?

It was formerly the opinion of Geographers, that the pupil should commence the study with his own location, and gradually enlarge the sphere of his observation. But we believe the prevailing opinion at present is, that a general survey of the whole earth should first be taken, and particulars learned afterwards. We leave this question. Let every one be fully persuaded in his own mind as to the true method. A Globe should be used in giving children their first lessons in Geography. As they

advance, Outline Maps are exceedingly important, almost indispensable. Take a class who have been studying the historical part of the Geography, and give them a Map lesson, allowing them to study it from Outline Maps, with pointers in their hands, and their recitation will evince the increased interest of the class, if it has not already shown itself in their manner of studying. The names of all the towns in the State may soon be learned, with the situation of most of them, by allowing one to point them out, while a class or the whole school recite them in concert. In the absence of Outline Maps, their want should be supplied by having maps drawn upon the blackboard, and making the same use of them as of the others.

Never allow a class to learn the direction of rivers, situation of important towns, &c., till they are familiar with the mountain ranges. Let them fix their attention upon these, and then determine what must, of necessity, be the course of the rivers; then an examination of the facts will be full of interest.

Do not confine a class in Geography for any length of time to the text-book, to the exclusion of the map. Much time is lost in this manner, and a distaste for the study contracted. A careful reading of the surface, climate, soil and productions, except with small children, will generally be sufficient, if care is taken by the teacher to require them to compare states and countries, classing together such as are alike. For instance. Why allow scholars to spend portions of several successive days, in learning the soil, productions, &c., of as many of the Southern States bordering upon the Atlantic Ocean, when at a single recitation, and in connection with a lesson upon the map, they may be made familiar with all that section of country? And it will not be difficult to determine which will be most easily remembered, associated or isolated facts. Again, suppose the subject of the lesson to be the islands off the east coast of Asia. If you would make the lesson both interesting and profitable, speak to them of the importance of the empire of Japan at the present time, of the scenery as a vessel approaches the harbor, of their habits of non-intercourse, of the personal appearance of the people, drawing vivid pictures to the imagination, of the painted faces, half-clad feet, enormous sleeves, girdles, fans, &c., and you will probably find, at the next recitation, that none of these facts have been forgotten; perchance they may have added much to their store from other sources.

In commencing the study of Grammar, an interest is best maintained by requiring copious written examples. These may, at first, consist only of the parts of speech; but they will soon be taking their first lessons in Composition, though probably without being aware that they are pursuing a study that is so

generally distasteful to the young. Do not enlighten them upon the subject at present. As they advance, repeat to them (it would lose half its interest if read, instead of repeated,) some interesting anecdote with a good moral, and require them to write it from recollection, and present it at the next recitation. As soon as they can parse a few words, give them a sentence or phrase upon the blackboard, to be parsed on the succeeding day. This method may be continued till they are able to parse from a text-book. If this course is pursued, we are confident that there will be no lack of interest among boys or girls, and no need of resorting to various methods, such as choosing sides, to excite emulation, as they will study from the love of it, which is far the better motive.

A word upon Writing, and I have done. Some would not have children learn to write before they are ten or twelve years of age. Much is lost by this delay, and it is doubted whether anything is gained. We have seen children who commenced writing before they were eight years of age, and who, before they were ten, could write a page of which a young lady of eighteen need not be ashamed. And has not such a child a decided advantage in learning spelling, composition, &c., over one who never handles a pen till twelve years of age? Sometimes a child becomes so much interested in writing, as to be reluctant to leave it at the given time. If possible, take advantage of such stimulus, taking care that the energies be not too much exhausted. It will be found that more improvement may be made in one hour at such times, than in many hours when the task is reluctantly performed.

If more has here been said of thoroughness and correctness, than of ease, in methods of instruction, it is because it is believed that no method will in the end prove easy, that does not combine these two essential requisites.

THE CULTURE OF IMAGINATION.

BY REV. JAMES PYCROFT, B. A., TRINITY COLLEGE, OXFORD.

IMAGINATION is to the mind what moral sense is to the heart. Without moral sense, mere reason and cold calculations of expediency might rudely join the members of society together, but would never nicely articulate or cement them. The present would owe no duty to the future, no allegiance to the past; man would forget that he held all worldly things on the noblest feudal tenure, for the homage and service of the Lord of all. Every generation, literally "*nati consumere fruges*," would greedily devour the crops, not generously improve the soil. So, without

imagination, reason might show abstract proprieties, but it never would temper the "*utile dulci*," the useful with the attractive :

"Non satis est pulcra esse poemata dulcia sunt."

It might show us the fair proportions, but not the loveliness of nature ; it might assert, for instance, the benefit of a home, but it would not furnish the thousand silken ties, that law of moral attraction that makes free men the willing serfs of their native soil. It would limit our thoughts to the present ; there would be nothing to make man blend in feeling and sympathy with those who had gone before him, nothing to ensure his harmony with those who should come after. All the monuments of by-gone days, whether raised by the devotion and gratitude of man, or wildly strowed by nature, as landmarks of the plain or bulwarks of the ocean, would speak to cold and senseless hearts ; they would cease to aid the unison of a nation's sentiments, by touching the same chords in the breasts of all ; and, to have walked in the same deep solitudes, to have shuddered at the same chasms, to have felt the spray and been deafened by the roar of the same cataracts, — all these incidents would cease to add the slightest charm to the sympathy of man for man.

Such being the reality, and such the sphere of the imaginative powers, how are we to cultivate them ?

All exercise of the imagination is not calculated either to please or to improve us. The pleasure of Taste, or of the perception of the Beautiful or the Sublime, I consider has been abundantly proved to result from the imagination when employed only about objects capable of suggesting emotions or affections, as pity, terror, awe, cheerfulness. And since imagination only combines old forms and scenes in new arrangements, the first part of its culture will consist in storing the mind with matter for such combinations ; we may also call attention to peculiar objects calculated to produce the emotions of Taste, pointing out peculiar parts most suited to call up pleasing associations. This is precisely the part that the Poet performs ; he points out beauties in nature that we never saw before ; though we before felt a general effect from peculiar scenes, we never, without the Poet's aid perhaps, discerned the peculiar points from which it proceeded. By drawing more attention to these peculiarities, he increases the impression, and invests the scenes with new interest, from the associations with which he connects them. The Poet acts like a guide, to point out objects of pleasing interest ; and many a dull traveller has learned more from his guide-book than from his own observation. Just such a guide will a master of Taste be to his pupil in literature ; he may draw attention to cadence and to rhythm, and also to the power of similar sounds to cause similar emotions ; he will show what part

of a fine passage is the most effective, identify a similar cause with similar impression in other lines. Let him set before his pupil poetry expressive of tender feelings, of grief and pity, he will soon teach the suitableness of sound to sense, and of the sense to one class of emotions; the pupil will also learn to analyze and see the points of resemblance in the several passages. Let him practise the same with a heroic or a cheerful strain, and, according to the peculiar temperament of the pupil, he will call forth a sensibility to the charms of each. You cannot create a taste, but you may draw one forth. Natural sense is insufficient for the true worship even of the works of God; we want the revelation of science to add authority and completion. From Education we seek not only a shrewd and subtle mind, but an *understanding heart*. This even heathen wisdom knew, and taught, that this taste for right grows from habituation to right things; as it does, of an insufficient kind and in a very small extent. So also accustom youth to those subjects which pass current with the man of literary taste, and you will develop the understanding of the mind, that is, the feeling, the intellectual as well as the moral taste. Paley reminds us of the merciful arrangement that alone forbids every note in the grove to be discord to the ear, every leaf to be dazzling to the eye; he might have added the merciful permission that man enjoys to bring the delicate feelings, to which these organs are mere ministers, more nearly in unison and harmony with the subdued tints and blending lines of the landscape and the mellowed music of the vocal grove; he might have added the yet nobler privilege of so storing the mind with a knowledge of all the subtle links in the slender chain connecting moral effects with physical causes, that these objects can call forth the imagination to soar into a sphere far beyond the scope of reasoning, and remind us of our dependence on the God who made them all.

On this branch of education an extract from the *Biographia Literaria*, of Coleridge, will be most in conformity with my rule of preferring experience to speculation. The master to whom allusion is made was the Rev. James Bowyer, many years Head Master of Christ's Hospital.

"At school I enjoyed the inestimable advantage of a very sensible, though at the same time, a very severe master. He early moulded my taste to the preference of Demosthenes to Cicero, of Homer and Theocritus to Virgil, and again of Virgil to Ovid; he habituated me to compare Lucretius, (in such extracts as I then read,) Terence, and, above all, the chaster poems of Catullus, not only with the Roman poets of the (so called) silver and brazen ages, but even those of the Augustan era; and, on grounds of plain sense and universal logic, to see and assert the superiority of the former, in the truth and nativeness both

of their thoughts and diction. At the same time we were studying the Greek tragic poets he made us read Shakspeare and Milton as lessons, and they were the lessons, too, which required most time and trouble *to bring up*, so as to escape his censure. I learned from him that poetry, even that of the loftiest, and seemingly that of the wildest odes, had a logic of its own, as severe as that of science, and more difficult, because more subtle, more complex, and dependent on more fugitive causes. 'In the truly great poets,' he would say, 'there is a reason assignable, not only for every word, but for the position of every word.' And I well remember that, availing himself of the synonymes to the Homer of Didymus, he made us attempt to show, with regard to each, *why* it would not have answered the same purpose, and *wherein* consisted the peculiar fitness of the word in the original text.

"In our own English compositions (at least for the last three years of our school education) he showed no mercy to phrase, metaphor, or image, unsupported by a sound sense, or where the same sense might have been conveyed with equal force or dignity in plainer words. Lute, harp, lyre, muse, muses, and inspirations, Pegasus, Parnassus, and Hippocrene, were all an abomination to him. In fancy I can almost hear him now, exclaiming '*Harp? harp? lyre? pen and ink, boy, you mean! Muse, boy, muse? your nurse's daughter you mean! Pierian spring? oh! ay! the cloister pump, I suppose!*' Nay, certain introductions, similes, and examples, were placed by name on a list of interdictions. Among the similes there was, I remember, that of the Manchineal fruit, as suiting equally well with too many subjects, in which, however, it yielded the palm at once to the example of Alexander and Clytus, which was equally good and apt, whatever might be the theme. Was it ambition? Alexander and Clytus! Flattery? Alexander and Clytus! Anger, drunkenness, pride, friendship, ingratitude, late repentance? Still, still, Alexander and Clytus. At length the praises of agriculture having been exemplified in the sagacious observation that had Alexander been holding the plough he would not have run his Clytus friend through with a spear, this tried and serviceable old friend was banished by public edict, in '*secula seculorum.*'"

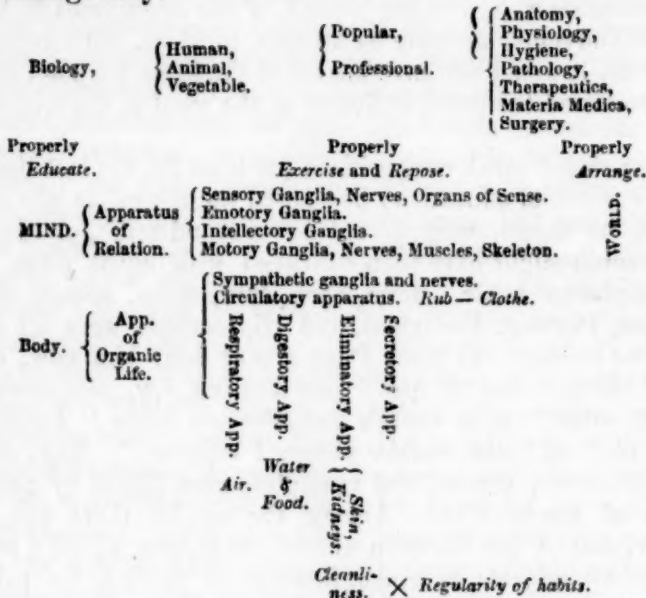
Dr. Bowyer was evidently a master worthy such a pupil, and exemplifies my position *that the book or the subject of a boy's study depends for its character and for its effect almost entirely on the master.* "It is the command which he obtains, the confidence which he inspires, the relative importance which he attaches to the different branches of study; his own taste, feeling, judgment, which are reflected in the answering mirrors of the young minds around him. In him resides the power of convert-

ing the dry and irksome task into an exercise of the imagination, of the memory, and of the reason, cheerfully and emulatively, instead of heavily and reluctantly performed."

SCIENCE OF POPULAR HUMAN BIOLOGY.

BY DR. LAMBERT.

Its philosophy, utility, and the method of teaching it most advantageously.



I. THE PROPRIETY OF THE NAME.

Biology, (*bios*, life; *logos*, a discourse,) as the derivation signifies, is the name of that department of science which treats upon life. Things which exhibit it may be arranged under three heads: Vegetable, Animal, and Human. The last class may be considered under seven sub-divisions. But the study of four is of special utility to the professional man only, while of the third a complete, and of the first two a limited knowledge is essential to the highest welfare of any person. They may therefore be appropriately called popular. By observations and experiments science gathers facts, then compares them and deduces inferences, thereby determining what results will be produced under given circumstances, and how to modify circumstances so as to produce desirable results.

It follows that each word of the above caption is a nucleus of several important ideas, and that the entire caption is a precise

and proper name for that study which investigates the best means to be taken for preserving the body in such a state, or producing such a condition of its parts that it can be used most desirably, viz.: for improving and developing the mind to the highest possible degree.

II. ITS PHILOSOPHY.

Whatever surrounds a person the French have named the "Milieu." The *World* will sound more familiar to American ears. Through six inlets, called organs of sense, the world acts upon the sensory nerves, which internally connect with certain parts of the brain, called sensory ganglia, through which the mind is acted on and sensations are produced. (See tableau.) It is not necessary to enter into a metaphysical discussion, and though anatomy cannot yet define their limits, the reader will for the present purpose have no objections to granting that there are sensory, emotory, intellectory, and motory ganglia composing the brain, and that the mind is directly or indirectly associated with all these. All volition has its source in the mind, and is exhibited outwardly to or upon the world by means of the motory ganglia, nerves, muscles, and the skeleton, which collectively may therefore be called motory apparatus. All these parts which have been mentioned, of the body, viz.: sensory, emotory, intellectory, and motory app. may be grouped together and called grand app. of relation, since they establish a relation between the world and mind. Thus is formed a complete circle, of which the mind and world are the poles, and the apparatus of relation, the channels through which influences are constantly exerted, constantly flowing round. That these influences may be favorable, it is evident that the mind must be properly educated, the apparatus of relation properly exercised and reposed, and the world properly arranged. One cannot be done without the others are. Directions are put down accordingly in the tableau above. Mind — app. of R. and World.

Again. It is desirable to have the app. of R. *kept* in a good condition, viz.: in repair, and at a proper temperature. Hence a circulatory app. will be required, and to best accomplish its functions it must be rubbed and clothed properly. To form the circulating fluid a respiratory app. must be connected with the circulatory app. and supplied with plenty of pure, cool and moist air; also a digestory app. which must be supplied with proper water and food, while to remove any useless substance from the blood, eliminatory app. will be necessary, and as the skin is part of it, cleanliness must be observed. To work any changes in the blood, and to form from it any lubricating or digestive fluids, a secretory apparatus is essential.

But it is worthy of note that the activity of the circulatory app. and that of relation should be harmonious. They must therefore be connected, as is represented by the sympathetic ganglia and nerves.

As all these kinds of apparatus serve to organize the body and preserve it, they may be properly grouped, and called the grand apparatus of Organic Life, which, added to that of Relation, form the body. Thus by a glance of the eye, the use, relation, and dependence of all parts are seen, and the Italics give hygienic hints, to wit: Properly 1. Educate the Mind. 2. Exercise and repose app. of R. 3. Rub and clothe the body. 4. Pay attention to. 5. Air. 6. Water and food. 7. Cleanliness and regularity of habits.

Of course, each nucleus of the above tableau might be expanded and form a tableau by itself, but the object in this case was, instead of expanding, to condense to the utmost possible degree, and present to the mature mind the whole matter in, as it were, a nutshell, so that each word should be a chapter, and the half a page an entire volume.

III. ITS UTILITY.

What is commonly called Physiology, sometimes Hygiene, more properly Anatomy, Physiology, and Hygiene, and rightly, the Science of Popular Human Biology, has usually been thought valuable chiefly in respect to health. But the teachings of hygienic science may be more useful to those who do, than to those who do not possess health. Or, if according to its derivation, Hygiene shall be strictly limited to what pertains to health, some other term must be invented to cover the ground over which it seems desirable to extend the application of Hygiene. What we desire to know, is not only how to preserve health, which is the less, a means not an end, but also, which is the greater, and includes the less, how to treat the body in such a way that it shall be best adapted for use. What use? The improvement and proper development of the mind. For what purpose? To enjoy the reciprocal action of the mind, body and world, and day by day increase and satisfy our capacity for enjoyment, and also make ourselves the useful and active cause of happiness in others.

To attain such important objects, it is essential that every person understand the relations of the mind and world through the apparatus of Relation, and how to properly exercise and repose it; the reciprocal relations between it and the circulatory apparatus, and the importance of properly rubbing and clothing the body. The relations of air, water, food and cleanliness to all the tissues, must be clearly perceived, and also the reciprocal rela-

tions between the respiratory, digestory, eliminatory and secretory apparatus, and all parts of the body, and also the mind and world.

It will then be seen, that not only the mind and whole body, but the whole world has been constituted with reference to the development of mind, not the mind of each individual merely, but that of the race ; that its education is constantly going on, either well or badly ; that character, not reputation should be the object, and that the most and only really profitable investment of time and money, is made in that instruction which leads the mind into the best methods of education.

The views commonly entertained in respect to Hygiene should therefore be expanded, and it should be promoted to the exalted position which it can and ought to occupy ; especially because many of its practical instructions can be made so intelligible, so interesting, and so impressive to the young, and for its disciplinary effect. What study can be pursued that will more naturally educate the mind, and exercise the nervous system, than biological science ? Where are generalization and systematization more perfect than in Biology ? Littré very properly terms it "the science of generalization, as chemistry is of nomenclature." Indeed, the world of sciences may be challenged to produce such a beautiful and complete classification, as that exhibited by the tableau at the head of this article. Every word and collocation is full of meaning, and if the mind is analytically and synthetically led through the arrangement there presented, there cannot be a mere mixing of words in the memory from which they will soon subside, but, as it were, a chemical union of ideas with the mind, which will retain them permanently. It is also through Biology, as the link connecting with mental science, that that great generalization which includes everything, and gives to whatever can influence man, an intense meaning, can be completed.*

If it be denied that a child can understand the great philosophical truths of Biology, it should certainly be made a part of every thorough course of study and discipline. The study of languages and mathematics very favorably affects the mind, indeed is essential to its perfection ; but whoever is wholly wrapped in the first, and closes his studies with them, is merely a dry anatomy, while he who understands only mathematics, is truly represented by a triangle ; and he who thinks out his metaphysics without a good knowledge of Biology, is an uninteresting, in-

* The outline of this great generalization is clearly surveyed, but whether the great work of exhibiting it lucidly, can be accomplished in a lifetime, is to be determined. It matters little ; the period of mental history has arrived when, as is the case with inventions, if it be not done by one, it soon will be by another. Then will geography, history, and all the sciences conspire to prove that the Creator has made nature conducive to the highest development and progress of mind, and all sciences will consider it their especial honor that they culminate in mental science.

comprehensible abstraction; and the historian who studies or writes, without regard to the philosophy of history, is but a table of dates and statistics. He who is familiar with all these studies, and with physics, must of course be a fine scholar, but even in his well-stored mind, by the study of Biological science, he will find developed certain desirable qualities, a certain richness, which cannot be derived from any other source. Languages and Mathematics are the stable rocks underlaying the whole, Physics form the subsoil, while History and Biological Science add a rich garden mould from which when thus nourished and sustained, spring up the various departments of Mental Science, flourishing in full luxuriance, and yielding an abundance of satisfactory fruit.

IV. METHOD OF TEACHING IT.

This should be chosen with a view to inspiring the teacher and taught with enthusiasm, and with due reference to the object of all education, the specific practical objects of Biology, the capacity and maturity of the pupil's mind, the means for illustrating the subject, and the time of both teacher and pupil which can be devoted to it.

The revolution already commenced in the opinions of teachers in respect to the comparative value of anatomy to the general student, must be completed before they will be most successful. The details of Anatomy are essential to the professional student; so are many technical terms; but they encumber the memory of the general student, oftentimes to the exclusion of useful truths. He only requires an outline, with a fuller view of Physiology. Some technical terms are necessary for his use, but as far as possible, they should suggest a use, or structure of relation, and thus serve a double purpose. It is wonderful how much a proper nomenclature facilitates the acquisition of knowledge. The fruits of Popular Human Biology are to be found in its practical Hygienic truths, its generalizations, and in the why and wherefore of things which, properly pursued, it will constantly exhibit.

The time of both teacher and scholar is usually quite limited. But fortunately the important truths of Biology can be graphically and concisely presented. It is therefore admirably adapted to fill up any spare time of the teacher and scholar, and to be taught orally in a reading-class, or as a text-book recitation, as it can be expanded to any degree by introducing the details of Physiology and Anatomy, and by illustrations, or condensed by omitting them.

If the pupils are young, or the time very limited, or economy in the purchase of books an object, a lecture or conversation or comments on the practical truths read from a book will be the

best mode of teaching, illustrations being made upon the board with white or colored crayons; or plates, parts of animals, a skeleton, &c., can be used, as circumstances permit.

If more time can be used, a reading exercise may be made, once a week or every day, by the teacher, or by the scholars of a class or the school, either to a class or the school, with comments and illustrations. Some good judges think this is the best way to teach Biology in most cases, since, as has been found true in teaching history, the student acquires a knowledge of the general principles and practical truths, without occupying much of the teacher's time, or irksomeness to himself. Whether this or the more detailed course of recitations be adopted, it will be very useful for the teacher to give lectures occasionally, and group the topics previously discussed, and present them in new views, and with the use of varied forms of expression, and illustrate them from his own resources.

Whatever be the time allowed, the great secret of success depends chiefly on adopting such a natural method that the relation of cause and effect shall be constantly exhibited. What is called Physical Geography does this, and inspires the student with zeal. It is the secret charm of the Philosophy of History. It has given to Paley's Theology a world-wide renown. A purpose should be constantly seen before a part or function is described. An improvement upon even Paley is to show what ought to be, before we show what is. A double pleasure then awaits the student, and he easily remembers what he learns, since the ideas, as it were, flow into and suggest each other, and group themselves suggestively.

A glance at the tableau shows that there are several points in the circle of organs at which we may commence and go round by connected steps. In the present state of the science it is not for any one to dictate where it is absolutely best to commence, or if any way is *the* way in all cases. It would be fortunate for the science, for the scholar, and for teachers, if they felt as much at home in discussing biological as mathematical questions. The importance of Biology demands that they enter upon a course of investigation, experiments, and discussions which shall bring out the truth. Let them attack any absurdity or crudity in a physiology as they would an arithmetical error, not being abashed by the M. D., or any other fardel which adorns the title, for as much ignorance, pretension, and quackery has been exhibited in the popular as in the professional departments of Biology. It is sufficient for the present purpose to impress the reader with the idea that there is a plan, a method, that the topics should not be arranged promiscuously, but according to their natural relation. The following remarks therefore are merely suggestions, and not dictations.

As an animal merely eats to live, and lives to eat, his whole body is constituted subservient to nutrition and excretion, growth, development, (physical) and reproduction, and his apparatus of relation is secondary, and that of Organic Life, primary. If we begin with nutrition and excretion, and go through the Organic apparatus to that of relation, we shall be able to account for everything we find. But in man, nutrition, excretion, and his whole physical system are subservient to mental development; his organic apparatus is therefore secondary, and that of relation primary. If we commence with the mind we may observe what is necessary that it may receive influences from, and exert them upon the world. This is the most philosophical course, and adapted to the mature mind. Again, we might begin with the world and go in through the sensory apparatus till we find the mind necessary, and then go out through the motory apparatus to the world. This course, with simple, apt, and amusing practical illustrations, is well adapted to interest and instruct the young, and may, in almost any case, with profit precede the former course. And again, we may begin with the skeleton; build it up, clothe it with muscles, add the nervous system and organs of sense, and thus complete the apparatus of Relation. This course is well adapted for details after a general view of the whole body has been taken. Some prefer to begin in this way, thus considering first what it is, what it is for, and then why it ought to be so.

But each organ depends for its character not only on its form and size, but on the **properties of the tissues** which compose it. As there are but few tissues common or general to many organs, a consideration of the composition of these tissues and their properties, comes under a head called general or textural anatomy, physiology and hygiene, to distinguish it from that higher description of organs and apparatus called special anatomy, physiology and hygiene. Some prefer to blend the description of the tissues with that of the organs where they are formed, though they are usually considered by themselves. A general view of them is necessary before we enter upon the apparatus of Organic Life, for in addition to the special properties of the tissues, (e. g. contractility of muscular tissues, the elasticity of cartilage,) which adapt them to form organs, they have common property by which they keep themselves in good condition, viz.: absorption, nutrition, excretion, expulsion, and also growth, development, and reproduction. To serve nutrition and excretion, circulation must be established, viz.: to distribute the nutritive substance and remove that which the tissues cast off.

Thus we enter upon the app. of Organic Life by way of the circulatory. We may now examine the connectory or sympa-

thetic branch of the nervous system, or postpone its consideration. It makes apparently but little difference whether we consider the respiratory, digestory, or eliminatory next. They are all appendages of the circulatory. The respiratory has been partially considered under the head of motory app. The secretory should be superadded, as its meaning can then be best understood. Considering the body in this way, its proper hygienic treatment will necessarily be suggested, and nothing seems more important than to consider the hygienic truths in immediate connection with the ideas which suggest them. Before a popular audience they must be reserved for the last part of the evening, as they are the most interesting, and the less interesting anatomy must be introduced when the audience is fresh, and physiology must occupy the middle of the lecture.

The experience of the writer seems to show that the best plan for interesting and instructing an ordinary class is, to first set forth the value of education. Second, illustrate the meaning of the term, Science of Popular Human Biology, and show its relation to other departments of science, its divisions, and in a general, amusing, and practical way, illustrate their value as studies. Third, take a general, inductive survey of man according to the plan above shown, first going from the world to the mind, and round again if the pupils are young and inexperienced in correct modes of thinking, and exhibit conspicuously the practical points. If time would permit only a general view, it would be well, if possible, to introduce some details in connection with certain parts; for instance, the spinal column and chest, which are subject to deformities, and in connection with food, air, &c. If this were done it would be as much as most students would require, and fully balance their proficiency in other studies. To do so much will require but a little time, and if the scholar well understands it, he will have more practical anatomy, physiology and hygiene than one in five hundred of so-called medical men. If more time was allowed, it would be well to synthetically build up the body, beginning with, 1st. Chemical Elements, simple and compound; 2d. Anatomical Elements, simple and compound; 3d. Tissues and Humors, simple and compound; 4th. Systems, which are collective tissues; and 5th. Observe how organs are formed from tissues; 6th. Observe the chemical character of food, water, air, heat, light, electricity. Then having learned how to form organs, go on, and more or less in detail as time or inclination permits, study the bones and group them; muscles, nervous organs, and organs of sense in their order, and group them. Then pass to the details of the heart, arteries, &c; the lungs and respiration; the stomach, liver, &c.; the kidneys and skin, and group them all. Then conclude by a review of the general survey. But this plan may

not be the best, or may be modified. Let us have the matter discussed, always remembering that best of all the good sayings of Dr. Nott, "To please is the first step towards instruction."

THE MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Tenth Annual Session of this Association was held in Northampton, on Monday and Tuesday, the 27th and 28th of November, 1854.

MONDAY, P. M.

The Association assembled in the Lecture Room of the Edwards Church, at 3 o'clock, and the meeting was called to order by the President, Mr. Josiah A. Stearns, of Boston. Prayer was offered by Rev. Dr. Allen, of Northampton.

The Report of the Secretary having been read, a Committee of three, consisting of Messrs. Parish, of Springfield, Kneeland, of Roxbury, and Hammond, of Groton, were appointed to receive the names of such ladies as wished to be accommodated with board in private families.

On motion of Mr. Snow, of Dorchester, voted that a Committee consisting of one for each county, be appointed by nomination at large, to report a list of officers for the ensuing year. Messrs. Snow of Norfolk, Page of Suffolk, Cowles of Essex, Smith of Middlesex, Gage of Bristol, Hervey for Nantucket and Dukes, Blake of Barnstable, Bruce of Franklin, Stone of Worcester, Wilson for Plymouth, Wells for Berkshire, Parish of Hampden, and Mitchell of Hampshire, were appointed.

On motion of the Secretary, Mr. W. L. Gage, of Taunton, was appointed as Associate Secretary.

The Treasurer, Mr. Benj. W. Putnam, of Boston, read his report, which was accepted and referred to Mr. Kneeland, of Roxbury, as Auditor.

The appointment of a Committee of Editors for the ensuing year, was referred to the Board of Directors for 1855.

Mr. Kneeland, Chairman of the Committee on Seal, reported that the Committee had attended to the duty assigned, and had procured a seal and the proper implements for the use of the Secretary in stamping the documents of the Association. His report was accepted, and the Seal adopted as the Seal of the Association.

Mr. Wells, of Westfield, called up his motion to amend the Constitution so as to make provision for the election of Honorary members, and on his motion it was *Voted*, that the Secretary be instructed to insert in a suitable place in the Constitution, the following clause, to wit :

Any person may, on the nomination of the Board of Directors, be elected an Honorary member of this Association.

Mr. Hammond, of Groton, called up the motion to amend the Constitution so that the place of meetings may be left discretionary with the Board of Directors, and on motion of Mr. Kneeland, this, and all other amendments to the Constitution, were referred to a Special Committee, to report as soon as expedient. The Chair appointed on this Committee, Messrs. Hammond of Groton, and Kneeland of Roxbury.

The Auditing Committee reported the accounts of the Treasurer as correct.

The Association then adjourned to meet in the Town Hall, at 7 o'clock.

EVENING SESSION.

The meeting was opened with prayer from Rev. Dr. Allen, of Northampton.

On motion of Mr. Kneeland, voted the action of the By-Laws be, for the present, suspended, and referred to the Board of Directors to decide as to what is to become the action of the Association, and to report at the next meeting.

Mr. Page, of Boston, moved that ten o'clock of Tuesday be the hour assigned as the time for reading the report of the Committee on Prize Essays, that after said report, the envelopes containing the names of the successful candidates be opened, and the successful essays be read.

A debate arose on the propriety and expediency of reading the essays, Messrs. Wells, Parish, Hagar and Hammond in the affirmative, Messrs. Smith and Kneeland in the negative. Mr. Hagar approved of reading the report this evening, and Mr. Hammond moved to amend the original motion to that effect; Mr. Hammond's motion was laid upon the table, to be resumed after the lecture.

Rev. J. P. Cowles, of Ipswich, then delivered a lecture on "Fallacies in Education."

After which, Mr. Hammond's motion to read the report of the Committee on Prize Essays was taken from the table, and the amendment passed.

The Report of the Committee on Prize Essays was then read, and accepted, and on motion of Mr. Kneeland, unanimously adopted.

The sealed envelopes were then, by the direction of the Association, opened, and the names of the successful competitors read, as follows: Miss Almira Seymour, of Boston, and Miss Betsey L. Adams, of Rockville, as successful in obtaining prizes of \$15.00, and Miss Sarah E. Wiggin, of Boston, a second prize of \$10.00.

Mr. Parish then renewed the motion to read the essays, and with Mr. Cowles, of Ipswich, spoke in favor of said motion, Messrs. Kneeland and Smith in the negative. The question was then taken and decided in the negative.

A discussion ensued upon the relative powers of the male and female intellect, one of the topics discussed by the lecturer, in which Messrs. Parish of Springfield, Prof. Crosby of Boston, Smith of Cambridge, Wells of Westfield, Cowles of Ipswich, Dr. Allen of Northampton, Hagar of West Roxbury, W. H. Ranney of Wilmington, Vt., and D. B. Tower of Boston, participated.

On motion of Mr. Hammond the debate was suspended, and the Association adjourned to meet at 9 o'clock on Tuesday.

TUESDAY, A. M.

At 9 o'clock the Association reassembled and was called to order, the President in the chair. The report of yesterday's proceedings was called for, and read.

Mr. Stearns, of Framingham, called up the question of "School Supervision." The discussion upon this question was opened by Prof. Crosby, and remarks were made by Mr. L. Newell, of Holyoke. The debate, on motion of the Secretary, was suspended, and the report of the Committee on Nomination of Officers being in order was called for, and read by the Chairman, Mr. Snow of Dorchester.

The Committee on the Publication of the "Transactions," reported progress, and recommended the publication of another volume of the Transactions. The report of the Committee was accepted, and they were instructed to issue a second volume of the Transactions without delay.

Mr. Hammond, of Groton, from the Committee on amendments to the Constitution, reported three propositions as in order for final decision.

1st. To strike out of the 5th article the words "and notice shall be given at the previous meeting."

2d. To strike the word "male" out of the 2d article, so that any practical teacher may become a member of the Association.

3d. In article 6th, to strike out "with the President and Secretaries," so that all the officers of the Association shall constitute the Board of Directors.

It was *Voted*, to take up the propositions offered by the Committee in their order. The 1st Proposition, on motion of Mr. Cowles, was adopted.

The 2d Proposition was then in order. Mr. Stearns, of Framingham, moved that its consideration be postponed until

afternoon. Mr. Hammond moved to amend Mr. Stearns's motion, so that the proposition should be *indefinitely* postponed, which amendment was passed. After much discussion on points of order, the vote to indefinitely postpone was rescinded. Mr. Hammond then withdrew his motion to indefinitely postpone, offered as an amendment to Mr. Stearns's motion, and Mr. Stearns withdrew the original motion, and moved the adoption of the amendment to the Constitution, proposed by Mr. Peirce, of West Newton. After much debate upon the merits of the question, in which Messrs. Stearns, Smith, Leach, and Prof. Crosby participated, it was decided in the negative by nearly a unanimous vote. Mr. Capron, of Worcester, moved to reconsider, and his motion was negatived.

The following amendment to the Constitution, to wit:—"All practical female teachers in this Commonwealth, who shall sign the Constitution, shall become honorary members of this Association," after discussion by Messrs. Stearns, Babcock, of Newton, and Strong, of Springfield, Goldthwaite, of Westfield, and Kneeland, of Dorchester, was unanimously passed.

The 3d Proposition, after remarks in opposition to it by Messrs. Hammond and Stearns, was indefinitely postponed.

It was then *Voted*, that the amendments as passed should be incorporated with the Constitution.

The debate on "School Superintendence" was then resumed, and after remarks by Messrs. Leach, of Roxbury, Newell, of Holyoke, Tower, of Boston, Hagar, of West Roxbury, and Smith, of Cambridge, the Association adjourned to meet at 2 o'clock, P. M.

AFTERNOON SESSION.

The Association met according to adjournment. The report of the forenoon's proceedings was read by the Secretary.

Mr. Wells, of Westfield, remarked upon the relation in which the "Massachusetts Teacher" stood with other educational journals in the United States, in regard to exchanges, and on his motion it was

Voted, That the Massachusetts Teachers' Association assume the expense of sending twelve copies of the "Massachusetts Teacher" to the editors of the New York Teacher, in exchange for the same number of copies of that journal;—the payment for the New York Teacher to commence with the number for October, 1854, and the exchanges for each year to be received by the editors of the Massachusetts Teacher for the same year.

Mr. Hagar referred to the debate on School Supervision, and offered the following Resolutions:

Resolved, That a committee of five be appointed to take into consideration the subject of School Supervision,—to consult

upon the subject with the friends of education throughout the State, and to report, at the next meeting of the Association, a plan of Supervision, which, in their opinion, will be more efficient and satisfactory than the one now in use.

Resolved, That the same committee also consider, and report upon, the expediency of applying to the Legislature for the enactment of a law providing for the appointment of State and County Boards of Examiners, who shall have power to examine candidates for teaching in our public schools, and to grant certificates of qualification to competent persons.

After remarks by Messrs. Leach, Strong, Kneeland and Hagar, these resolutions, on motion of Mr. Gage, were unanimously adopted.

Voted, That the committee to carry out the above resolutions be appointed by the Board of Directors for 1855.

The Association then proceeded to the election of officers for the ensuing year. The following gentlemen, constituting the nominated list, were unanimously chosen.

Josiah A. Stearns, of Boston, *President*.

Benjamin Greenleaf, of Bradford; George A. Walton, of Lawrence; George Newcomb, of North Chelsea; Caleb Emery, of Boston; Eben S. Stearns, of Framingham; C. C. Chase, of Lowell; Samuel W. King, of Lynn; D. B. Hagar, of West Roxbury; F. N. Blake, of Provincetown; C. B. Metcalf, of Worcester; Loring Lothrop, of Boston; P. B. Strong, of Springfield; William L. Gage, of Taunton; John Wilson, of Dedham, *Vice Presidents*.

J. E. Horr, of Brookline, *Corresponding Secretary*.

Charles J. Capen, of Dedham, *Recording Secretary*.

Benjamin W. Putnam, of Boston, *Treasurer*.

Charles Hammond, of Groton; Daniel Mansfield, of Cambridge; J. P. Cowles, of Ipswich; John Bachelder, of Lynn; Ebenezer Hervey, of New Bedford; George Allen, Jr., of Boston; A. M. Gay, of Charlestown; John Kneeland, of Roxbury; B. F. Tweed, of South Reading; James A. Page, of Boston; George Capron, of Worcester; E. Smith, of Cambridge, *Counsellors*.

Mr. Wells gave notice that he should, at the next annual meeting, renew the motion to amend the Constitution, so that the Vice Presidents shall be members of the Board of Directors.

A lecture was then delivered by Mr. Charles Hammond, of Groton; subject,—“The Relation of the Teacher to the Age.”

Letters from distinguished gentlemen, expressing their sympathy in the objects of the Association, and their desire to co-operate, were read by the Secretary. Among them were letters from President Walker, and Professors Peirce, Bowen, Child, Lane, and Chase, of Harvard University; Professors Agassiz

and Horsford, of the Lawrence Scientific School; President Stearns, and Professors Tyler and Jewett, of Amherst College; Rev. Mark Hopkins, of Williams College, and Dr. Oliver W. Holmes, of Boston. The most of these gentlemen desired to become members of the Association, and transmitted their admission fees.

The Association then adjourned.

EVENING SESSION.

The Association assembled at 7 o'clock. A debate on the subject, "Ought one Scholar to assist another in his Studies," was sustained for a short time, after which a lecture was delivered by Rev. F. D. Huntington, of Boston; subject,— "Unconscious Tuition."

A presentation to the Secretary by members of the Association, succeeded the lecture. The presentation address was made by Mr. W. L. Gage, of Taunton, and was couched in graceful language, and in expressions of warm personal friendship, which, however poorly deserved, will long be remembered by the recipient. The Secretary responded.

The following resolutions, offered by Elbridge Smith, Esq., Principal of the High School, Cambridge, were unanimously adopted. After which the Association adjourned to meet at such place and time as the Board of Directors should appoint.

CHAS. J. CAPEN, *Sec'y.*

RESOLUTIONS.

Resolved, That the thanks of this Association are due to the town of Northampton, and to the Edwards Church and Society, for the convenient accommodations afforded for the meetings of the Association; to the citizens of the town for the hospitalities which they have generously extended to the female teachers attending the sessions of this body; to the several Railroad Companies that have facilitated the attendance of teachers by the reduction of fares, and to the several newspapers that have gratuitously given notice of this meeting. To Dr. S. A. Fisk and Mr. Wm. W. Mitchell for their successful and valuable services in providing for the convenience and comfort of those in attendance on the meetings.

Resolved, That the thanks of this Association are due to the Rev. J. P. Cowles, of Ipswich, to the Rev. Charles Hammond, of Groton, and to the Rev. Frederick D. Huntington, of Boston, for their eloquent and instructive lectures delivered during the sittings of the Association.

Resolved, That the thanks of this Association are *especially* due to Charles J. Capen, Esq., of Dedham, for a long period

of *faithful* and *arduous* service as the Recording Secretary of this body; that whatever of pleasure and success have attended our annual meetings — whatever of ability and instruction have been found in the pages of the Massachusetts Teacher, and whatever of accuracy and good taste have been exhibited in the publication of the Transactions of the Association, are in an eminent degree due to his assiduous and scarcely intermitting labors.

REPORT OF THE PRIZE COMMITTEE FOR 1854.

The Committee appointed to examine the Essays and award the prizes which were offered by the Massachusetts Teachers' Association, have attended to their duty, and ask leave to present the following Report :

Twelve essays in all, three from the members of the Association, and nine from the female teachers of the State, were received by the Secretary, and submitted to the Committee for examination. They were then read by the Committee separately, and each member formed an independent opinion. Of the three submitted by the gentlemen, no one, in the estimation of a majority of the Committee, was deemed worthy of a prize.

Of the nine presented by the ladies, *three* were at once selected as the best, and were re-examined with much care. The Committee were unanimous in opinion that the *three* were decidedly meritorious productions, but were not equally agreed in regard to their *relative* merits. They were then submitted to three other gentlemen of practical talent and eminent literary ability, who also examined them separately and gave independent opinions, without knowing the views of a single member of the Committee. These gentlemen differed, likewise, in regard to the respective merits of the three essays, but agreed that they were all exceedingly creditable to the writers.

The Committee have, therefore, unanimously resolved to recommend :

That both prizes be awarded to the ladies; and that the amount, forty dollars, be divided in the following manner: a prize of *fifteen* dollars to the essay numbered 7, on The Motives to be urged in the business of Education; another of the same amount to number 3, on Easy Methods of Instruction, and one of *ten* dollars to number 9, on the same subject.

Respectfully submitted by the Committee.

DANIEL MANSFIELD,
ELBRIDGE SMITH,
BENJAMIN F. TWEED.

Unsuccessful Essays, with the envelopes unopened, will be returned to their respective authors, on application by them to Mr. Samuel Coolidge, Publisher of the "Massachusetts Teacher."